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THE UNIVERSITY OF ALBERTA

ATTITUDES OF JUNIOR HIGH HOME ECONOMICS TEACHERS TOWARD MODERN LIVING

by

© SARA ELIZABETH BOWEN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Attitudes of Junior High Home Economics Teachers Toward Modern Living, submitted by Sara Elizabeth Bowen in partial fulfilment of the requirements for the degree of Master of Education.

Ann L. Harvey

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Date Oct. 9, 1974

ABSTRACT

The purpose of this study was to examine the perceptions of junior high school Home Economics teachers toward the Modern Living component of the Alberta Home Economics curriculum. An instrument was designed to provide answers to three major questions in the study:

1. What feelings do teachers hold in relation to the Modern Living curriculum?
2. Are teachers adequately prepared to teach Modern Living concepts?
3. Is Modern Living fulfilling a student need that is not found in other disciplines?

The questionnaire was pretested, piloted, then revised, before it was sent to 125 randomly selected junior high Home Economics teachers in Alberta. Results were analyzed by selected descriptive and inferential techniques.

The sample of Home Economics teachers in Alberta had the following characteristics: 60 per cent were under 35 years of age, 60 per cent were married, 53 per cent were teaching in towns, 69 per cent had 4 years of academic training, 75 per cent had attended university in the last three years, 39 per cent had taken at least 3 courses which would assist them in teaching Modern Living and 67 per cent indicated an interest in registering for a Modern Living credit course at university.

Teachers inferred that certain changes be made in the curriculum content and format if optimum use be made of the guide. Sixty-seven per cent of the teachers evidenced a need for more practical suggestions to be included in the curriculum, although the "suggested activity" column was felt to be of benefit to them in their classroom teaching.

Almost half the teachers felt all columns in the guide should be retained but an equal number also thought the guide would be easier to use if it were shorter. Fifty-four per cent indicated that crafts should form a major section in the curriculum guide. Approximately fifty per cent of the sample felt the suggested textbooks were relevant to student needs but less than one-third of the teachers responded affirmatively to the statement that students found the textbooks appealing.

Although 84 per cent of the teachers indicated an interest in Modern Living topics, only 26 per cent of the sample felt they were devoting one-third of the school year to developing these concepts. "Values" and "Human Development" concepts were considered to be of greater difficulty in teaching than other areas of the curriculum.

In relation to background preparation, 89 per cent of the sample wanted more in-service work. Seventy-seven per cent of the teachers were uncertain how to approach Modern Living topics and 78 per cent of the sample felt more course work related to the family would be necessary to teach Modern Living.

A majority of teachers noted that it was difficult to maintain class interest in Modern Living because students were disinterested in the program. Twenty-four per cent of the sample also felt the present course did not appear to meet the actual needs of the students and 38 per cent of the respondents affirmed that one-third of the year was spent in the Modern Living area. Only 35 per cent of the sample indicated that classes should consist of both boys and girls.

From the results of the questionnaire, recommendations were made to the Secondary Home Economics Curriculum Committee, the Faculty of Education and the School of Home Economics. The assessment of Modern Living might then be used as a basis for revision of the Home Economics

curriculum by the Secondary Curriculum Committee. Also, the results could be influential in helping to determine future directions of teacher preparation in the School of Household Economics and in the Faculty of Education at the University of Alberta.

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I am indebted to my parents who first encouraged me to apply for a leave of absence from the Edmonton Separate School Board so I could undertake a year of study at the University of Alberta. To my husband and children, I would like to give special mention, for their understanding and cooperation for the time I was not at home.

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CHAPTER I

THE NATURE OF THE STUDY

Overview

In 1972, a new Home Economics program was introduced in the Alberta schools. Based on the conceptual learning approach, the new curriculum was divided into three areas of study:

- Clothing and Textiles
- Food Science
- Modern Living.

The junior high Home Economics program of studies for Alberta, suggests that one third of the year be devoted to each of the three areas. At the high school level, the program of studies divides each area into a distinct, separate course, to allow for specialization and in-depth study.

Two areas, Clothing and Textiles and Food Science, had been included in previous curricula. Modern Living, as the new addition, needed assessment in terms of how teachers were perceiving this new unit of study. In examining the problem, three aspects of teacher perceptions were assessed:

1. curriculum content
2. preparation necessary for teaching Modern Living
3. uniqueness of the program in fulfilling student needs.

Background to the Problem

Home Economics focuses on man and his near environment. In Canada, dramatic changes have occurred over the past ten years in man's near environment, exemplifying the conditions to which Home Economics must be concerned. Some of these changes reported in the Canada Yearbook, 1972 include:

- 7.8 per cent increase in population from 1966 to 1971 in Canada (p.1369)
- 62.3 per cent increase in the number of women working from 1960-1970 (p.832)
- 14.9 per cent increase in wages from 1968-1970 (p.841)
- 25 per cent decrease in the agricultural population from 1960-1970 (p.527)
- 41 per cent decrease in infant death rate from 1951-1969 (p.269)
- 400 per cent increase in divorce rate from 1951-1969 (p.278)
- 21.8 per cent increase in juvenile delinquency from 1965-1969 (p.499)
- the fact that there are more elderly people in Canada - from 1951-1969 the average age at death among males rose from 56.3 to 62.9 and the average age for females increased from 58.7 to 67.3 years (p.261)
- the fact that women are marrying at a slightly older rate - 21.1 in 1960 to 21.4 in 1969 (p.276)
- changing patterns of unemployment in Canada indicating a fall in the first half of the 1960's and a rise in the second half reaching a peak in 1970 (p.832).

The Consumers Index in June, 1974 was 166.7 for food, clothing, transportation, recreation, education and reading (Informat Bulletin, Statistics Canada, July 19, 1974). This shows a substantial rise from 1972.

In the United States the American Home Economics Association

(AHEA) had noted earlier that new technology and economic conditions were resulting in a change of family needs and felt Home Economics must be redefined to make it a field of knowledge primarily concerned with strengthening family life. The AHEA also proposed that the new direction for Home Economics should help individuals develop fundamental competencies which would be independent of the individual or family circumstances. In a report by McGrath and Johnson (1968) it was noted that home economists were being called on to offer expanded assistance to young homemakers and parents as well as to the elderly.

It has been estimated that 85 per cent of the young people growing up on farms in the U.S. today will earn their living in nonagricultural pursuits. As such, the Home Economics school programs must emphasize consumer education, resource management, mental health and social development, in order to meet the changing needs of the American population. (McGrath and Johnson, 1968). McGrath and Johnson (1968) also felt that the Home Economics curriculum core ought to be an analysis of family structure and functioning; its value orientation, that of assistance to families; and its goal the creation and enhancement of viable family life.

To achieve these objectives successfully, a curriculum had to be planned which would give flexibility, permit adjustments to changing local conditions, provide a basis for sequential learnings and facilitate evaluation of the teaching-learning process. The framework which was identified by the AHEA as offering the most consistent means of achieving Home Economics goals was based on the concept and generalization approach. In 1967 the AHEA published a national report of the results of work done by Home Economics professionals in developing a conceptual framework for Home Economics (Report of a National Project, 1967) which organized Home Economics into five subject areas:

- Human Development and the Family
- Home Management and Family Economics
- Foods and Nutrition
- Textiles and Clothing
- Housing

At the October Lake Placid Conference in 1973 a select cross section of American Home Economists met to discuss the aims and objectives of Home Economics. Home Economics was seen as a change agent which could assist in improving the quality of life as well as helping people adjust to the current conditions (Lake Placid Year Report, 1974). Concerns that were placed at top priority for professional attention by participants at the conference in rank order were:

1. child development, child care
2. resource conservation and use
3. family planning, population and abortion
4. environment, pollution, ecology
5. problems of old age
6. changing sex roles, age roles, work roles (p.50).

The family was emphasized as the focal point around which Home Economics should revolve.

When the Alberta Home Economics Committee began a revision of the program in use, the nucleus of the discipline was seen to encompass the individual and the family and all other Home Economics components were simply outgrowths of this basic core. As a consequence of this premise, curriculum committee members decided to reduce the range of Home Economics courses offered, from Foods and Nutrition, Clothing, Home Economics 10, Home Economics 21, Arts and Crafts and Home Furnishings to three areas of study, in an effort to select a fundamental program which would contribute most significantly to family living. These three major areas which were chosen by teachers, supervisors and scholars in Alberta were:

- Food Science
- Clothing and Textiles
- Modern Living.

In an interview with the writer, the Consultant for Home Economics in Alberta expressed concern that Modern Living was not being readily adopted throughout the province. In 1973 the Edmonton Public High School had five schools offering Modern Living with a total enrolment of 145 students. Similarly, in the Edmonton Separate system, 129 students were enrolled at three schools offering a Modern Living program. In the Calgary Public School system 405 students were enrolled while in the Calgary Separate High School 58 students were participating in Modern Living classes.

In visiting six junior high schools in Edmonton, it was found that four teachers professed to have taught "some" Modern Living along with teaching the two major units on sewing and cooking. Two teachers felt that the length of their present course did not permit time to devote to the Modern Living program. None of the six teachers felt that they spent one third of the school year in the Modern Living area, as is suggested by the program of studies for junior high school Home Economics.

Possibly teachers who were established in the Home Economics classroom were not concerned with meeting existing needs or perhaps they felt they were fulfilling their responsibility in teaching foods and clothing courses. Perhaps teachers felt that Modern Living topics were not suitable for classroom learning. Another reason for this lack of active interest may have stemmed from educational deficiencies of the teachers. Until 1970 there was no Family Studies undergratuate program at the University of Alberta.

Lack of total acceptance of the Modern Living program may have been due to the way in which the format of the curriculum was organized. The eleven members of the Secondary Curriculum Committee may not have adequately outlined the family living area in respect to the course meeting teacher expectations and student needs.

Purpose of the Study

Based on previously mentioned concerns, three major questions constituted the purpose of this study. The major questions and sub-issues were:

1. What feelings do teachers hold in relation to the Modern Living Curriculum?
    a) Does the format and content of the curriculum make it difficult to obtain a general assessment of the course?
    b) Are teaching resources available for teachers to use in Modern Living?
    c) Are teachers interested in teaching Modern Living concepts?
2. Are teachers adequately prepared to teach Modern Living concepts?
    a) Are more in-service and university courses necessary

to increase teacher knowledge related to Modern Living?

b) Are teachers uncertain how to teach Modern Living concepts effectively?

3) Is Modern Living fulfilling a student need that is not found in other disciplines?

a) Is Modern Living assisting adolescents to accept responsibility in family life?

b) Are both sexes required in Modern Living classes for successful class discussion?

c) Are Modern Living topics of interest to students?

Need for the Study

A new curriculum which is affecting the lives of young people must be assessed to determine:

- if the course is meeting the needs of students
- if teachers feel the program is contributing to a better understanding of problems associated with family living.

No province wide attempt had been made to study the effectiveness of the Modern Living program. Without assessment no estimate could legitimitely be made of the total worth and feasibility of this subject area.

Through an examination of teacher perceptions toward Modern Living this evaluation might then be used as a basis for revision and updating of the Home Economics curriculum by the Secondary Curriculum Committee. These results, also, could be influential in determining future directions of teacher preparation in the School of Household

Economics and in the Faculty of Education at the University of Alberta.

Summary

The revision of the Home Economics curriculum was undertaken by the Secondary Home Economics Curriculum Committee for the Alberta Department of Education in 1968. The discipline was divided into three subdivisions, Modern Living being the addition to the traditional Foods and Clothing subdivisions which constituted the previous curriculum. The Modern Living component of the Home Economics curriculum emphasized three concepts: Human Development, Management and Housing.

The curriculum was distributed to all Alberta Home Economics teachers in 1972. Until this study, no province wide attempt had been made to assess the opinions of teachers in relation to the Modern Living section of the Home Economics curriculum. The purpose of this study was therefore to obtain information from teachers of Modern Living to aid in the formulation of guidelines for revising and updating the Modern Living portion of the curriculum in Home Economics.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

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As background for this investigation, a review of the literature was conducted in five areas:

1. Development of Modern Living as a School Subject
2. Background Preparation for Teachers in Modern Living
3. Implementing a New Curriculum
4. Role of Teacher Attitudes and Opinions in Determining Course Content
5. Self-Report Measures of Attitude and Opinion.

Development of Modern Living as a School Subject

Changing Emphasis in the Field of Home Economics

Decision making in the home of today is complex and families need new patterns for meeting the many problems facing them. In school, teachers must examine curricula, in order to ensure that future adults are equipped to handle these changing family functions. As such, Home Economics should be emphasizing the human and humane aspects of families and people, in an attempt to help students find solutions to their economic, technical and personal problems that arise in daily living (Marshall, 1973).

Since its inception, Home Economics has attempted to meet society's changing needs. In 1899, at the first Lake Placid Conference, great concern was expressed for the apparent disintegration of the family unit and Home Economics was enlarged beyond the scope of domestic science to include the study of problems in everyday home and community life as well as to prepare professionals to teach related subject matter (McGrath and Johnson, 1968). Although the aims of Home Economics were extended to include the improvement of living conditions in the home and community, for many years the discipline remained basically an applied science (Lake Placid Conference, 1908).

In 1959, at the fiftieth anniversary of the American Home Economics Association, (Committee on Philosophy and Objectives of Home Economics, 1959) scholars realized that there was a need to extend Home Economics to incorporate economic, psychological and sociological theories into the framework of its knowledge. Home Economics was redefined as:

> The field of knowledge and service primarily concerned with strengthening family life through:
> - educating the individual for family living
> - improving the services and goods used by families
> - conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
> - furthering community, national and world conditions favorable to family living (p.3).

From this new focus for Home Economics it had become a multi-disciplinary subject, drawing its knowledge from its own research and applying it to improving the lives of families and individuals.

To unify the subject matter of this discipline, the Home Economics Education Branch of the United States Office of Education used the "concept approach" to interrelate the subject content of Home Economics. After a five year study, teachers and scholars organized the structure into the following categories (Report of a National Project 1967, p.23):

- Human Development and the Family
- Home Management and Family Economics
- Foods and Nutrition
- Textiles and Clothing
- Housing

In Canada, Home Economics curricula changes were also occurring. In the ten year period from 1960-1970, there was an indication that goals in Home Economics were changing from concepts of effective family living through a general homemaking program to concepts of effective family living through personal and family relationships (Morley, 1973). According to Down (1973), the conceptual learning approach had begun to filter into Canadian curriculum development and was proving acceptable to high school Home Economics curricula of the seventies. However, Home Economics programs in all ten provinces of Canada differed according to local needs (Morley, 1973). The only thing common to all programs was change. Provincial supervisors' reports indicated, in the 1960-1970 span, that Home Economics curricula were constantly undergoing revision and several provinces reported a trend away from traditional cooking and sewing concepts (Morley, 1973).

Pisesky (1971), in a study conducted to assess the needs of Grade eight Home Economics students in Edmonton, found family-related concepts ranking higher in need value than clothing or food subject matter. The areas of human development and the family, and family economics and home management were ranked either first or second by students, their parents and teachers. Foods and clothing areas ranked either third or fourth and the needs in housing were perceived to be so low as to be eliminated from study in the area for grade eight students (Pisesky, 1971).

Morley (1973) found trends to indicate that provinces with family centered courses had higher enrolments and a higher percentage of academically gifted students were electing Home Economics at the senior level.

With such varieties of Home Economics program available, the question of which learnings were more essential, became an issue of debate not only at the secondary school level but at Canadian universities as well. At the beginning of the 1960's, university Home Economics programs in Canada, showed heavier emphasis on the physical and biological sciences and little on the social sciences (Morley, 1973). However, by the close of the decade, university programs were becoming more flexible and more courses were available in the social sciences (Morley, 1973).

McGrath and Johnson (1968) felt urbanism and internalism were the main forces which have changed the pastoral orientation of Home Economics to a broader perspective which has emphasized the importance of social science in a Home Economics university program. These authors supported the view that the undergraduate Home Economics student should have a broad cultural perspective that should not be neglected in favor of Home Economics specialization. This background would then offer more potentiality for a comprehensive understanding of the family and community than most other college majors (McGrath and Johnson, 1968).

Marshall (1973) felt that college training in Home Economics must focus on human beings and their interaction with the environment. He cited four issues however, which must be resolved if Home Economics was to survive:

1. Is Home Economics a study of man and his inter-relationship with his environment or a study of segregated, compartmentalized areas of the profession?
2. Is there sex discrimination in administrator leadership roles?

3. Is a dual role in life for women as important as professionalism?
4. Is Home Economics to continue to reinforce cultural stereotypes of men and women?

McGrath and Johnson (1968) felt that the solution to many of the problems lay in responsible and imaginative leadership coupled with government support. Should this result, Home Economics would be destined for a bright future enriching the lives of families for generations yet to come.

Need for Instruction in Modern Living at the Secondary Level

Home economics, as a discipline subject, has evolved and changed in emphasis as a result of the changing needs of the individuals in society. From its early beginnings as a domestic science, Home Economics has broadened its scope to encompass the study of man and his near environment. As an integral part of this study, "the family", gives stability to human values and is seen as the dynamic force with potential for growth and development (Simpson, 1960).

Because of this vital role of the family, education for family living cannot be left to chance. The Panel on Education and the Future of America has emphasized the fact that the way each person lives affects the total society, and of all factors involved in establishing that tone, the family is the most crucial (Rockerfeller Report on Education, 1958). Moore (1962) also found in studies conducted in Texas, that the individual does not automatically acquire the ability to establish and maintain a home. Family living skills must be studied and learned through family life education (Simpson, 1960; Moore, 1962).

Hurt and Dales (1959) specified two fundamental outcomes of including family living courses in the curriculum. These were:

> 1. Family life subjects will assist the adolescent to understand himself, his own attitudes and values and how these characteristics differentiate and compare him to others.
>
> 2. Family life courses can help the young adult to develop various approaches for clarifying and solving his own problems (p.350).

In a study conducted by Mallory (1964) it was found that education in family living was necessary to help the adolescent understand the steps in problem solving and in evaluating his own effectiveness in thinking through his personal problems. A study has also been made on the status of man and his needs from now until the year 2000 (Byrd, 1970). The results indicated the continuity of growth in every aspect of activity to which man is connected - population, knowledge, productivity, consumption, homes, families and human relations. Because of this setting for the future, a constructive approach must be used to cope with the proper utilization of resources - man, material, money and machines - in the attainment of family goals. Should not the foundation for these objectives be initiated in family living courses?

Modern living courses also offer the possibility of viewing the family as an interdependent life support system with the family as the central focus. The family is seen as dependent upon the natural environment for physical sustenance and upon the social organization, which are related to man's humaness and give quality and meaning to life. The family thus becomes the corporate unit of interacting and interdependent personalities who have a common theme and goal; have a commitment over time and share resources and living space (Hook and Paulucci, 1970).

Because of society's concern for the continued existence of the family and the central role which family life plays in life as we know it, home economists have seen as their sphere of influence, the family and that part of the near environment which impinges directly on the family. To study the family as a system, encompassing biological, physical, and social sciences should ultimately help to achieve a quality of environment satisfactory to human well being and aspiration. With these aids in mind, the Golden Anniversary Conference in 1960, recommended that:

> ...family life courses including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary through high school ...and that this formal education emphasize the primary importance of family life and particularly the child rearing role of the mother (Ginsberg, 1960, p.104).

The primacy of the family was also stressed by Senn (1957) in his article on child caring practices. He believed that changing patterns in society influenced its general economic, cultural and psychological nature. This in turn affected the care and education of children in the home and school. As the family functions change, education must be prepared to meet these emerging patterns.

As such, the new Home Economics curriculum in Alberta was designed to reflect societal changes and in particular Modern Living was inaugurated to assist students to prepare to meet life's challenges through conceptually developed units in human development, management and housing areas.

Background Preparation for Teachers in Modern Living

Historical Background for Family Life Teacher Preparation

Modern living in Alberta Curriculum Guide (1972) has three major emphases: human development and the family, management and housing. The traditional aspects (housing and management) have historically been taught in university courses, but courses related to family interaction have been downplayed or missing completely. Such courses are now included as part of Family Life Education. A review of the literature reveals that teachers feel inadequately prepared to teach human development and family life education. (Evanson, 1973; Vanier Survey, 1971, Kerckhoff, 1964).

Non-Family Studies majors, at the University of Alberta, have been able for a number of years to elect courses in such relevant areas as child development, adolescence, courtship and marriage. A Family Studies major was not developed in Alberta until 1970, with the first graduates receiving degrees in 1974. This would seem to indicate that in the area of human development and family life education, teacher preparation at the academic level, has not proceeded as rapidly as the needs expressed by society.

Complexity and sensitivity of various issues often create an emotionally charged climate in which polarization of viewpoints and immoderate expression frequently prevail. This has been one of the major dilemmas in the development of family life and sex education programs in North America. The provision of knowledge and experience relating to preparation of sex educators however is not a contemporary phenomena. Preparation for sex educators was a topic of discussion as far back as 1880, when YMCA, YWCA and the Child Study Association sponsored lectures dealing with sex related topics (Carrera, 1971). Then in 1914, the National Education Association (NEA) recommended that institutions preparing teachers focus on subjects that would help the teacher instruct in the field of morals and sex hygiene but this advice was not heeded (Carrera, 1971, American Social Hygiene Association, 1938).

The literature reveals that, in the main, the programs of sex education and family life, until the 1950's, were found primarily at the high school level and the greatest concern to administrators focused on the question of adequate teacher preparation (Carrera, 1971). At the college level, the majority of courses initiated in the two decades prior to the 1960's, was most typically in sociology departments (Somerville, 1971). Thus, teacher preparation for teaching family life programs originated mainly from workshops and in-service sessions (Evenson, 1973).

In 1945, John Stokes, asserted that to meet young peoples' needs teachers must have special training (Stokes, 1945). He suggested that the selection of teachers be made on the basis of personality and aptitude for his work. Experts would agree that the major difficulty in introducing family life and sex education programs is lack of trained teacher personnel. (Manley, 1964; Reiss, 1968). Martinson (1966) found few teachers in Home Economics were well prepared to teach even an occasional unit on the family. In the state of Washington, 70 per cent of the teachers evaluated their academic preparation for family life and sex education as inadequate (Baker and Darcy, 1970). In a Canadian survey conducted by the Vanier Institute (1971), 42 per cent of the family life teachers indicated no previous training and 31 per cent indicated that the preparation was questionable. Specialized training through in-service or professional education was reported by only 27 per cent. The Vanier survey (1971) also showed that 56 per cent of the school administrators felt lack of qualified personnel was the most serious detriment in implementing successful family life programs. This was again emphasized by Juhasz (1970) when she stated that "it is recognized that the teacher is the most important variable influencing the effectiveness of instruction in any course, and in the area of human sexuality this is especially true" (p.19).

What constitutes a "qualified" teacher, however is open to speculation. Calderone (1967) asserts that even the most academically prepared individual will be a failure unless the teacher develops an open, honest, attitude sufficiently flexible to feel at ease with a wide variety of sex education topics. Reiss (1968) points out that the lack of trained family life educators has led to moralistic, unintegrated, applied courses in sex education, and what is needed is a teacher with rapport, good communication skills, sound knowledge of the area and an understanding of his own emotions, in order to properly handle the sex education instruction. Somerville (1971) however, feels that colleges are at fault in not offering family courses to every teacher so that teachers would be prepared to use the "teachable moment" to focus on relevant personal and family living matters. Force (1970) substantiates this claim in suggesting that teacher training is not oriented toward helping teachers become aware of family life education as a vital component in their preparation work but this is primarily due to lack of "teachers of teachers" equipped to help with this preparation.

Perhaps the best suggestion for training family life educators would be to keep in mind Rose Somerville's advice when she suggests that educational personnel must rebuild family life programs along firmer foundations, never forgetting past mistakes, but expanding and improving education to make experiences more satisfying and relevant to social needs (Somerville, 1971).

Current Status of Teacher Preparation in Alberta

Many professional educators have felt that family life education should be integrated into all school subject areas (Szasz, 1970; Luckey, 1967). For this to happen, all teachers would have to be broadly trained in human growth and development, interpersonal, sexual and family relations (Luckey, 1967). Fohlin (1971) noted that while this would be ideal, present teachers do not have a sound background knowledge in this area, due to lack of sufficient training.

Seeley (1969) conducted a survey in Alberta to determine teacher attitudes toward family life education in the schools. The survey indicated that 86 per cent of the teachers favored sex education but only 26 per cent were qualified to teach related subjects. The implication drawn from Seeley's study was that specialized training is needed to prepare teachers for teaching family life education. The teacher must not only feel adequately prepared to handle the program but the class must have confidence in the teacher's knowledge.

Family life teachers in Alberta are initially trained in related fields (Evenson, 1973). As the need for family living or Modern Living teachers arises in the schools, these individuals are recruited into the field by principals, co-ordinators, and free space in the time table coinciding with the family life time slot (Kerckhoff, 1964; Evenson, 1973). Therefore many teachers have no specific training in family life education.

The Alberta Department of Education favors the integration of family life education into appropriate subject areas with the regular classroom teacher responsible for content. Some units can be taught by specialists assisted by resource persons (Family Life Education: A Point of View, 1969).

Actual training for family life takes many forms such as university courses, workshops, seminars, conferences, institutes and in-service meetings.

In a study done by Evenson (1973) family life teachers in Edmonton did not feel adequately prepared to teach family life classes. Seventy-three per cent felt they should have more academic training and 76 per cent indicated a need for instruction in teaching skills, observation of family life classes and practice teaching before they began teaching family life classes. Thirty-six per cent of the teachers indicated that techniques in communication, counselling and group interaction would be useful. The desire for more academic training was expressed by 95 per cent of the teachers (Evenson, 1973).

Preservice Teaching Approaches Used in Existing Programs

Foote and Cottrell (1955), Haley (1971), Carkhuff (1969, 1971) felt that much of what we do as human beings is interpersonal in nature. Both Carkhuff (1971) and Gazda (1971) have suggested that the best way to deal with the interpersonal dimension of life is to approach it from group dynamics or a laboratory education perspective. Since the family is a communication system and learning effective methods of communication is very important in family life programs the Human Interaction Laboratory offers an excellent place to accumulate these skills (Daly and Reeves, 1973). The major objective of the Human Interaction Laboratory is to increase the student's skills in working with people. Participants learn to discriminate between functional and disfunctional kinds of behavior, develop specific interpersonal skills, allow feedback on current behaviors and acquire and practice more meaningful ways of behaving in a non-threatening and supportive environment. This approach was used successfully at the University of Nevada in 1971 and 1972.

Because of heavy enrolments in Family and Marriage courses at the University of Connecticut, it was found that much of the interpersonal relationships and communication was lost. To counteract this deficit, experimental television courses accompanied with small discussion groups were instigated as an innovative approach to effective instruction (Rich and Luckey, 1970). This method was not to stand alone but to be used in conjunction with an effective classroom instructor who was available regularly for discussion with groups.

At Kansas State University certain students were chosen to spend their spring semester in state operated mental hospitals to allow a personal encounter with individuals having serious difficulties in coping with life (Ballman, Kennedy and Keeley, 1970). This field experience of actual involvement was seen as a way of helping students put classroom learning into perspective.

Morrison (1972) used small group peer interaction sessions in teaching human sexuality at the college level. Lectures and readings provided students with information but there was also the need for personal reflection, interaction and confrontation. Group leaders were those who had taken the course before and acted as student-faculty intermediary, group catalysts and a joint course designer with faculty.

Sensitivity training has also been used for preparation of family life teachers (Singer, 1969; Fohlin, 1971). Not all experts however, agree on the importance of this type of experience (Science News, 1968; Carrera, 1970). Many feel that sensitivity training could lack direction, is faddish and certainly not the only means to resolve sexuality issues. Schulz and Williams (1968) felt unskilled leadership was a serious danger and could result in unnecessary emotional stress. An approach that could be used for small group interaction in discussing controversial topics was that of "Dialogue Duo" (Channels, 1971). Two individuals, using a programmed booklet would discuss various aspects of selected readings. This method would allow for more objectivity than the lecture method, in evaluating ideas when it was followed by sound information from professors (Channels, 1971). Again, if university classes in family studies were small, students could be divided into groups with specific issues to debate (Rapp and Baker, 1966). The authors who experimented with this approach found the situation forced a kind of role playing and was a good way to begin an idea and then further it by textbook, lecture and other course experience.

In-Service Training for Teachers

Broderick and Bernard (1969) felt that in-service training for teachers had progressed much more quickly than academic training in teacher preparation institutions. Teachers for family life were initially trained in related fields but as the need for family life teachers arose in the school, these individuals were recruited into the field by principals, co-ordinators, or free space in the time table coinciding with the family life time slot (Kerckhoff, 1964). Thus, many teachers had no academic training to prepare for teaching family life classes.

When Winnipeg began a family life program, no preparation courses were offered at the University of Manitoba so teachers were encouraged to attend United States summer schools offering appropriate courses (A Report on Family Life Education, 1968). Such a recommendation would support Somerville's belief that Canadians rely too much on U.S. staff for workshops and training preparation (Somerville, 1971). Many Canadian universities currently offer courses covering a variety of family life and sex education subjects but none provides a specialist program for training family life teachers (Evenson, 1973). As a result in-service training has provided the main type of training for teachers of family life. A problem results however when the quality of workshops vary and pertinent information is not provided. Leaders chosen to conduct workshops must be resourceful and well qualified to provide contemporary information.

At the University of Connecticut, in-service for teachers focused on sex education (Luckey, 1968). Lectures, sensivity training, discussion groups, a methods and materials workshop and access to an exhibit and working library provided the main types of instruction for the six week in-service. When a follow-up study was conducted the following year, subjects ranked the lectures given as more useful to them personally and professionally than any other institute activity (Luckey and Bairn, 1969). The authors expressed surprise at this result since discussion techniques are being so highly regarded in current literature.

Under the auspices of the World Council of Churches, teachers and pastors in other countries were selected to attend seminars varying from four to twelve weeks in duration (Mace and Mace, 1971). Five types of experiences were used: 1) teaching periods, 2) reading periods, 3) study of regional culture, 4) basic family life skills, 5) counselling interviews. With rapid social change, this method was seen as an effective means of enabling other countries to serve family needs through in-service training to leaders in education.

Thus in-service for teacher leadership training in the field of family life education seems to be fulfilling a much needed role. Through workshops, seminars and institutes teachers are becoming aware of a number of methods for teaching family programs as well as gaining much content knowledge. Until academic institutions produce sufficient graduates in this field, in-service will continue to play a major role in teacher preparation.

Implementing a New Curriculum

Rate of Adoption of Educational Innovations

Studies conducted by Rogers (1962) have shown that change is not accepted at the same rate by all concerned. One might deduce then that new changes in curricular programs would not gain total acceptance at any particular time. The rates of diffusion according to Rogers (1962) depended upon:

1. relative advantage - the degree to which an innovation is superior to the ideas it supercedes
2. compatibility - the degree to which an innovation is consistent with existing values and the past experience of adapters
3. complexity - the degree to which an innovation is relatively difficult to use
4. divisibility - the degree to which an innovation may be tried on a limited basis
5. communicability - the degree to which the results of an innovation may be diffused to others.

Rogers' theory can be used to interpret the success or failure of the implementation of a new curriculum and the degree to which new ideas are adopted.

Katz (1957) theorized that "...influences stemming from mass media first reach 'opinion leaders' who in turn pass on what they read and hear to those of their everyday associates for whom they are influential" (p.61). The new math and science programs which originated in the United States gained national awareness through television and newspaper coverage. Curricular personnel in Canada then began developing new programs based on American experience. From intercommunication among these early adopters, potential adopters learned from each other and the act of adoption by some acceptors was itself a means of influencing others to adopt the practice (Rogers, 1962).

In a study done by Carlson (1966), comparing differences between adopters and non adopters of a new math program, a tendency was indicated for non adopters to:

1. have less formal education
2. receive fewer friendship choices
3. know well fewer of their peers and be less known by them
4. participate in fewer professional meetings.

Curriculum change may also be prevented from occuring in schools from forces outside of the teacher, himself. The climate in which schools operate may not be conducive to basic alterations, due to fear and anxiety of the public or lack of financial support (Jansen, 1970). According to Jansen (1970), Faculties of Education have not given sufficient emphasis to curriculum development as an important work of a teacher. To overcome this lack of early curriculum diffusion Jansen (1970) suggested:

1. Curriculum committees should evaluate programs in individual schools and systems to ascertain the effectiveness of new programs.
2. Experimentation with more socially significant educational purposes should be encouraged.
3. Curriculum developers should be encouraged to use a variety

of resource materials and adopt the practice of using single texts as outline guides only.

According to Everett Rogers (1962), the ultimate goal of an individual is security which minimizes tension. Thus when a new curriculum program is implemented care must be taken to assure teachers that their lack of familiarity with a new course will not reduce their security. Individuals display varying degrees of innovativeness and the diffusion of a new curriculum cannot be expected to occur without some signs of stress.

To obtain high quality education, there is need for long term planning. The avoidance of peacemeal attempts will decrease negative reaction and lead to better response to a course (Jansen, 1970).

Guideposts to Follow When a New Curriculum is Implemented

Down (1973) proposed a method for implementing curriculum change which included the following points:

1. New proposals and plans must be organized at the proper level of authority, often through curriculum committee presentation.
2. Selected classroom teachers are given the opportunity to know and understand new learning theories through competent instruction by competent authorities. These teachers would then develop guides and handbooks suitable for meeting student needs.
3. Pilot studies are used to test curriculum results and to assess parent, teacher and student reactions to the new program.
4. Workshops are held in centrally located areas to acquaint all

teachers with the new curriculum, prior to adoption in the schools.

5. Small workshops, organized by teachers or through specialist councils give teachers a chance to discuss, clarify and react to new ideas.
6. Articles written in educational publications by curricular innovators will offer further clarification of objectives in the new program.
7. As need arises, specialists can be called upon to explain and discuss curriculum innovations.
8. Teacher training institutions are organized to translate theory into practical application (p.3-4).

Certain outcomes can be postulated when a program, such as Down (1973) has outlined, is undertaken. When more consistent and continuous evaluation programs are used, teachers respond more positively to new approaches. Through the use of the political structure to implement a new curriculum, the proposed educational change will be more likely to be consonant with what is politically possible (Goodlad, 1966). The community approach to education is supported by studies that indicate school programs cannot be promoted effectively unless they are projected out of the classroom into the living community (Curriculum Innovations and Evaluation, 1968). Teachers are thus able to take advantage of qualified personnel to make learning a more realistic experience. New curricula also show trends away from one-sex-dominated subject areas which is consistent with the changing status of women in society.

Taba (1962) also suggested a strategy for implementing a new curriculum.

1. There is experimental production of pilot units by groups of teachers sampled to represent the necessary grade levels and the arrays of subject areas under consideration.
2. The pilot units must be tested in different classrooms and under varied conditions to establish their validity and teachability and to set their upper and lower limits of required abilities.
3. The modifications of the units must then be assembled into outlines which reflect the relevant principles and criteria and to determine their feasibility in the light of available resources.
4. When a sufficient range of units is available, these must be examined by competent curriculum developers, to determine the adequacy and scope of the content. At this time the rationale for the selection, and organization of the whole pattern is determined.
5. The final step in the implementation of a new curriculum involves training large groups of teachers in the use of units (p.456-460).

Taba's suggested guideposts for curriculum implementation begin with the development of specific units and then proceed to the mapping out of a general scope and sequence for curriculum change.

Both Down and Taba agree that curriculum change requires skilled leadership. These leaders must be capable of modifying teachers attitudes toward the new program, examine unwelcome alternatives, question the merits of cherished teaching procedures and be able to assess the relevance of specific facts as useful knowledge. Implementing a new curriculum involves conscious planning of the sequence of work.

All aspects of planning and work must eliminate fears and threats to teachers and create a climate in which change in feelings is both possible and comfortable (Taba, 1962).

Role of Teacher Attitudes and Opinions in Determining Course Content

Importance of Attitudes and Opinions

An attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner (Katz, 1967). Opinions as an integral part of attitude are the verbal expression of an attitude (Katz, 1967). When an attitude is expressed in words, it becomes an opinion regarding the feeling an individual perceives about a subject.

Attitudes can be interrelated because they may possess similar referents (McGrath, 1964). Those attitudes which are highly related form clusters with one another to form the total attitudinal system of the individual. Because of this interrelatedness, attitudes are relatively stable and change slowly, as once an attitude has been developed, the individual resists changing his ideas (Sherif and Sherif, 1956).

Attitudes form the basis of all language and communication (Allport, 1967). In them is implicit all finished social behavior and through them practically all social adjustment is completed. The concept of attitude therefore, offers a theoretical explanation for socially significant behaviors.

Effective Methods of Changing Attitudes and Opinions

Attitudes and opinions must be identified so that negative attitudes can be changed and positive attitudes and opinions can be reinforced. If conditions are positive a person will approach the subject or behavior again. Conversely, when experience with a subject is followed by unpleasant circumstances, the probability that the subject will be approached in the future is reduced (Mager, 1968).

Attitude change occurs when the individual accepts concepts that incorporate some new ideas into his existing attitudinal system but is not a complete antithesis of his present beliefs (Kiesler, Collins and Miller, 1969). New concepts therefore, must have their basic core rooted partly in what has been accepted in the past as well as providing a new direction for thinking to progress. Since Modern Living is a new area of the Home Economics curriculum it may be that teachers have negative feelings, because the approach used in acquainting teachers with the new area was not conducive to his present beliefs.

The response to any attitude measure is determined partly by the attitude in question and partly by other relevant factors (Kiesler, Collins and Miller, 1969). It is never possible to present an attitude object in complete isolation; any response to the attitude object contains contributions from other elements in the measuring situation. Teacher attitudes and opinions of the Modern Living area will thus be affected not only by the curriculum guide itself, but by the student interest in the topics, the amount of background training the teacher has had in relevant areas, the amount of preparation time the teacher has to research the subject matter and the value the teacher sees in the topical areas. This implication demonstrates the complexity of attitude change and must be kept in mind when an individual attempts to influence another person's beliefs, feelings or motives (Mager, 1968).

For effective attitude change the above discussion suggests:

1. the teacher and student must perceive Modern Living as being relevant and meaningful for them to be concerned

2. attitude change is very complex and all facets relating to attitude must be considered.

The assessment of teacher opinions regarding Modern Living is one way of determining how teachers perceive this new area of the home economics curriculum. Once these opinions are identified, it may be possible to change the conditions causing negative feelings and support the conditions causing positive feelings.

Self-Report Measure of Attitude and Opinion

Suitability of Measure to Research Questions

In 1925, Allport and Hartman published an article which proved to be the first step in a series that led to techniques for the quantification of attitude measurement. Rather than probe directly into the underlying attitude, they asked the subject which opinions best characterized his attitude. Thurstone (1929) pointed out that opinion statements could only be used as a method of diagnosing the underlying attitude and not the attitude itself.

Self-reports may or may not be taken at face value, because of the many factors influencing the way a person could respond to questions regarding his opinions, beliefs, feelings and motivations. Self-report measures can ordinarily only obtain material that the subject is willing and able to report, regardless of the amount and kind of interpretation the data is subject to.

For years controversy has existed as to whether these verbal reports are valid. According to Selltiz (1959), self-reports do provide the investigator with information that could otherwise be obtained, if at all, only by more time consuming methods.

As psychoanalysts have pointed out, many individuals are not aware of their opinions and beliefs and therefore cannot report them. Feelings and perceptions may only become apparent to the self in an intellectually comprehensible form as the end result of an involved process of inference (Selltiz, 1959). Despite the limitations of self-report it is both possible and useful to obtain an individual's account of his feelings toward an object because it offers one method for measuring an attitude or feeling toward a particular subject (Kiesler, Collins and Miller, 1969; Selltiz, 1959). A self-report method of collecting data was used in this study.

Mailed Questionnaire vs Interview Method of Self-Report

Although questionnaires and interviews place heavy reliance upon the validity of written reports, there are a number of differences between the two assessment measures. Questionnaires are less expensive procedures than interviews in that they can be sent to a wider sample, can be administered to large groups simultaneously and through standardized question order, ensure some uniformity from one measurement situation to another (Sellitz, 1959). Another advantage of the questionnaire is that it increases anonymity and the individual may feel freer to express opinions.

Interviews have shown that they usually yield a better sample of the general population. The interview is much more flexible permitting exploration of areas where there is little basis for knowing either what questions to ask or how to formulate them (Selltiz, 1959).

Studies have been conducted to determine which self-report measure is more valid. Sears (1965) compared the interview with the questionnaire on aspects of child rearing practices. He found a questionnaire measuring the attitudes of mothers toward child rearing practices was superior for inter-group comparisons, while an interview was more successful in explaining antecedent-consequent relationships within groups. Walsh (1967, 1968, 1969) provided firm support for the hypothesis that the questionnaire could obtain personal information as adequately as the interview. Earlier, Alderfer (1967) assessed the validity of the interview and questionnaire methods by the multi-trait, multi-method procedure of Campbell and Fiske (1959). The relatively high convergent and discriminant validities suggested that this aspect could be equally amenable to either interview or questionnaire methods (Alderfer, 1967). Evidence therefore, has indicated that for adults, the interview and questionnaire could be interchangeable as methods for gathering information in many instances. The research findings thus validate the assumption that the questionnaire is a suitable measure for gathering information and yields results no less favorable than the interview method. The questionnaire method of self-report was used in this study.

Summary

Home Economics has been concerned with meeting the needs of family members. Originally, the discipline was an applied science but in 1959, Home Economics was redefined to incorporate economic, psychological and sociological theories into its framework; thereby changing the structure and function of the subject to a multidisciplinary approach. Curricular changes occurred both in Canada and the United States as a result of this new emphasis in Home Economics and many varieties of programs were developed.

Since learning for effective family living should not be left to chance, family living skills must be studied and discussed through educational programs. Modern Living, as one component of the Home Edonomics curriculum, offers students a chance to learn how to accept responsibility in family situations and to prepare them for future family roles. Units in human development and the family, management and housing have been conceptually planned to assist students at their various stages of development.

Housing and management university courses have been available for teachers for a number of years, but a review of the literature indicated that teachers felt inadequately prepared to teach human development and family life education because suitable courses have been unavailable. In Alberta, a Family Studies major was not inaugurated until 1970 and a family life education degree has not been designed.

Teacher preparation for family life programs has originated mainly from workshops and in-service sessions. Ideally, training should be instituted at the college level and every teacher be required to have some background in family studies. Some universities are offering preservice teaching courses in human development to assist future teachers in effective communication methods, but most courses are optional for students.

In-service training for family life teachers has proceeded much more rapidly than preservice methods. The quality of in-service however, is often variable, depending upon the selection of the seminar leader. But in-service training is fulfilling a much needed role, and until academic institutions produce sufficient graduates, in-service will continue to be a major method of teacher preparation.

Lack of trained teacher personnel constitutes one problem in successful implementation of a course. As well, the introduction of a new course, may not gain total acceptance by the teachers because not all individuals accept change at the same rate. Curriculum changes also, may be prevented from occurring due to public anxiety or lack of financial support. Care must be taken in implementing a new program to reduce areas of stress and maximize the teachers' feelings of security. Guideposts for successful program implementation have been proposed by professional experts in an attempt to eliminate teacher fears and create a climate conducive to developing positive teacher attitudes toward new curricula. Attitude change is a complex phenomena and care must be taken to ensure that new ideas are perceived by both teachers and students as being beneficial and meaningful to them.

Since Modern Living is a new division in Home Economics, this study was an attempt to probe teacher attitudes related to this area. Opinion statements were used to determine underlying attitudes of teachers towards the Modern Living course. The questionnaire, as one type of self-report method, was chosen to elicit the desired information, since research findings have indicated results no less favorable than interview methods.

CHAPTER III

DESIGN OF THE STUDY

Overview

This chapter describes the rationale that was used to collect the data, select the sample, the method of instrumentation and the validity and reliability of the instrument. Data collection procedures are explained and the methods of analyzing the data are identified.

Rationale for the Method of Data Collection

An instrument was designed to provide answers to the three major questions in this study:

1. What feelings do teachers hold in relation to the Modern Living Curriculum?
2. Are teachers adequately prepared to teach Modern Living concepts?
3. Is Modern Living fulfilling a student need that is not found in other disciplines?

The nature of the questions determined to some extent the primary format of the instrument. The opinions to be expressed by the sample represented verbal expressions of an attitude toward aspects of the Modern Living curriculum in Home Economics. A questionnaire had to be designed which would measure the strength of these opinions.

An attitude is a predisposition to evaluate some symbol or object in a positive or negative fashion (Katz, 1967). To express an opinion about an object or symbol, forms part of the attitudinal system of that individual. The opinions therefore, that were solicited from the sample, included those from the affective and cognitive domains. The responses represented the feelings and beliefs associated with the opinion and the respondent's reaction to the statement was marked positively or negatively.

The type of responses expected, suggested the use of Likert-type items (Selltiz, 1959). In such an instrument, the subjects are asked to respond to each item in terms of several degrees of agreement or disagreement, i.e., (1) strongly agree (2) moderately agree (3) undecided (4) moderately disagree (5) strongly disagree.

Since teachers would be required to volunteer time to complete the questionnaire, a Likert-type instrument was viewed as one which would encourage their participation. Forcing respondents also, to answer according to a set of items would provide ease in deciphering responses. To limit the confusion that might be caused by using separate answer sheets for the results, the questionnaire that was developed included instructions on how to answer the statements and teachers were asked to record their opinions directly on the survey sheet.

Identifying the Sample

The sample selected for this investigation consisted of junior high Home Economics teachers in Alberta. A 1973-74 list of Home Economics teachers in Alberta was procured from the Provincial Consultant in Home Economics. Not all schools designated the teachers according to the junior or senior high category. Junior high school teachers and names of teachers where junior high classes were possibly being taught made up the population from which one hundred and twenty-five subjects were randomly drawn.

Background data requested from each subject in the questionnaire included age, marital status, school location, years of teacher experience, years of training, length of time since attended university, number of courses taken which related to Modern Living, major area of specialization at university, minutes of preparation time per week at school, courses other than Home Economics which were taught, whether Home Economics was an option subject for school students and whether there was an interest in registering for a Modern Living credit course at university (Appendix).

Design of the Questionnaire

Structuring the Instrument

Having defined Modern Living as one component of the Home Economics curriculum, which includes three major concepts, - Human Development and the Family, Management and Housing - the investigator used the Home Economics Curriculum Guide (1972) as well as teacher statements collected informally through interviews as described in Chapter One, as a basis for writing items to present teacher opinions of Modern Living.

Part I of the questionnaire was designed to collect opinions of teachers regarding Modern Living in relation to:

1. the feelings teachers hold in relation to the Modern Living curriculum
2. the teacher preparation that is necessary to teach Modern Living concepts
3. the teacher assessment of whether Modern Living is fulfilling a student need that is not found in other subject area disciplines.

Part II of the questionnaire was designed to solicit background information about the teacher, to determine if teachers with different training, qualifications, teaching experience, age, or teaching location would influence their opinions regarding Modern Living. To give teachers the opportunity to express more direct feelings toward this area, Section B of Part II in the questionnaire was developed using open-ended questions, to establish the amount of Modern Living being taught in classroom situations. It was felt that teachers might better express a particular view when given space to do so,as compared to the first half of the questionnaire where teachers respond to a limited set of choices. Teachers were also given space to specify areas of specific difficulty as well as to add any general comments that were pertinent to their feelings and beliefs in relation to Modern Living.

Panel of Authorities Consulted

The first draft of the questionnaire was sent to a panel of six experts including specialists in attitude assessment and in Movern Living concepts. Panel members were asked to assess whether the questionnaire answered the questions it was designed to measure. The members were Dr. Dianne Kieren, Chairman of Family Studies, University of Alberta; Dr. Anne Kernaleguen, Chairman of Clothing and Textiles, University of Alberta; Dr. Heidi Kass, Associate Professor in Secondary Education, University of Alberta; Dr. Al Olson, Associate Professor in Secondary Education, University of Alberta; Dr. Jon Mitchell, Associate Professor in Educational Psychology; and Miss Berneice McFarlane, Provincial Consultant in Home Economics.

Revision of the Questionnaire

Following suggestions of the panel, the questionnaire was revised. Words and phrases were changed to reduce the number of items that were biased in a negative direction so that there were approximately half positive and half negative statements in Part I of the questionnaire.

Questionnaire Pretest

In order to determine the readability and acceptability of the instrument, a pretest was conducted. The participants included four Home Economics teachers in the city of Edmonton who were teaching or had taught junior high school Home Economics in the last two years, one supervisor of Home Economics in Calgary and one Home Economics consultant in Edmonton. A graduate student in Secondary Education was also asked for his opinion to determine whether the questionnaire was constructed in such a manner as to ensure the highest number of return results. Participants in the pretest were contacted by mail or in person, and asked to complete the questionnaire and add any comments deemed necessary. In examining the results of the pretest certain questions had to be reworded and ambiguous or biased statements were changed to clarify meanings. Part I and Part II of the questionnaire were reversed to focus the attention of the sample on the teacher opinion section of the questionnaire.

Items in Part I of the questionnaire, as revised and renumbered, are grouped according to major questions they were designed to answer in Table 1.

Assumptions of the Instrument

The use of the "Modern Living Home Economics Survey" as a data collections instrument was based on the following assumptions:

1. The survey represented a composite of the major feelings and beliefs which teachers hold in relation to Modern Living.
2. The teachers answered the questions based on their personal

experience and feelings as opposed to stated feelings and attitudes of other teachers.

3. The teacher's ego involvement was minimal. It was assumed that participants would realize that honest answers were necessary to contribute to research and that the teachers would have favorable attitudes in regard to the importance of the research.
4. The selection of teachers on a random basis would give results which would characteristically assess the opinions of the junior high Home Economics teachers in Alberta.

Table 1

Classification of Questionnaire Items
According to Related Opinion Area

	Opinion Area	Questionnaire Numbers
1.	Teacher opinion regarding the Modern Living area	2,3,4,5,6,7,9,11,15,18,19,20c, 21,23,25,30,31,32
2.	Teacher opinion regarding the need for background preparation	10,13,16,20b,22,24,29
3.	Teacher opinion regarding student need for Modern Living.	1,8,12,14,17,20a,26,27 28

Validity of the Instrument

Validity is defined as the degree to which a measuring instrument actually serves the purpose for which it was intended. Validity is the most important characteristic of a measuring instrument, for if the instrument is not adequately valid, it is of no value.

The questionnaire was designed to determine the teachers' opinions in relation to the Modern Living aspect. The only kind of validity the researcher attempted to establish within the framework of this study was content validity. The extent to which an instrument has content validity will depend on how well it samples certain types of situations or subject matter (Ahmann and Glock, 1971). To the degree that the sample is not representative, the test lacks content validity. To obtain content validity for this investigation, the literature was surveyed to obtain the most current information on training needs for teachers in Modern Living as well as subject content that was relevant for a Modern Living course. The questionnaire was assessed by a panel of six authorities who had had experience in the field of Home Economics or opinion assessment. They checked the questionnaire for inclusiveness and according to their suggestions, alterations were made.

Reliability of the Instrument

Reliability refers to the extent to which similar findings would be obtained if the collection of evidence were repeated. Opinion surveys are not considered highly reliable because test-retest measures do not always yield a high degree of accuracy. Care was taken however, to make each item as easily understood as possible. The questionnaire was also pretested by a sample of six teachers before the data was collected. By reducing ambiguity of words, the likelihood of respondents interpreting items differently from one time to another would be as low as possible. If repeated measures of the opinions had been taken, the subjects would be likely to interpret items the same way every time.

Collection of Data

The questionnaire, a covering letter and an addressed, stamped, return envelope, was sent to the random sample of Home Economics teachers in Alberta. Two weeks later, a reminder letter was sent to each teacher who had not returned the questionnaire. Included with the reminder covering letter, was the questionnaire and an addressed stamped, return envelope. Sample copies of each of these letters and the questionnaire appear in the Appendix.

Analysis of the Data

All information obtained from the questionnaire was transferred to computer data sheets, then typed on computer cards. Frequency counts and percentages were obtained to indicate the distribution of responses of the total sample of each item.

Cross tabulations were conducted on selected pairs of variables where such information was expected to explain variance in response to individual items. Chi square tests were also conducted on selected pairs of variables to test for independence of the variables where expected frequencies were sufficient to permit reliable use of the test.

The chi square is a test of association which is used to compare observed with theoretical frequencies. If the differences between the observed and theoretical frequencies is significant, then it is possible to assume there is a relationship between the two frequencies (Ferguson, 1966). Differences at the .05 and .01 level will be reported.

Cross tabulations and the chi square test were used on pairs of variables where one or both variables consisted of nominal responses. The Pearson Product Moment Correlation Coefficient was used to measure association between pairs of variables which had continuous response measures (Ferguson, 1966).

Summary

An instrument was designed to measure the opinions of teachers regarding the Modern Living area of Home Economics at the junior high school level. The survey which resulted was divided into two sections: Part I included statements relating to the ways in which teachers might perceive the area of Modern Living while Part II dealt with teacher background information as well as five open-ended questions on specific aspects of Modern Living. The questionnaire was pretested, then revised according to recommendations of a panel of experts and a pilot group of teachers.

The sample for the study was randomly selected from a list of Home Economics teachers in Alberta and the survey was mailed to 125 teachers. Results were analyzed by selected descriptive and inferential techniques.

CHAPTER IV

Date Analysis and Discussion of Results

Introduction

The responses to the questionnaires are reported in terms of Background Information, Teacher Opinion regarding Modern Living Topics, Adequacy for Teaching Modern Living and Estimate of Students' and Teachers' Need for Modern Living Concepts.

One hundred twenty-five questionnaires were sent to randomly selected Home Economics teachers in Alberta. Of these, 90 were returned and 86 were usable. This constituted 69 per cent of the total sample returns. No reason can be given for the 31 per cent who did not reply. A mail strike occurred following the sending of the first cover letter and questionnaire. This may have had a detrimental effect on the number of returns.

Background Information

Frequency distributions and percentages were calculated for each of the background variables. Twenty-six per cent of the teachers were 19 to 24 years old, 34 per cent were 25 to 35 years old, 21 per cent were 36 to 45 years and 19 per cent were over 45.

Sixty per cent of the teachers were married. Teachers who were single or no longer married constitued 40 per cent of the sample.

According to school location, 53 per cent were teaching in centers of less than ten thousand population. The remainder were employed in Alberta cities.

Academically eight per cent of the teachers had three or less years of training, while 69 per cent indicated four years of training beyond high school. Twenty-three per cent of the teachers had five years or more university training. Of the total sample, 75 per cent of the teachers had taken credit courses or graduated from university in the last three years. Twenty-one percent had been away from university from four to ten years, while four per cent of the sample had not upgraded their education for more than eleven years.

Alberta teacher qualifications have been raised to require three years of university since 1970, and this may account for the high percentage of teachers who have attended university in the last three years. Home Economics teachers, however, also seem to be furthering their professional training since almost one quarter of the sample have at least four years of training beyond high school. This would infer master's degree or graduate diploma work, in many instances, since there was only a three year Home Economics degree program when the sample was completing undergraduate work.

At university, the general program was taken by 75 per cent of the teachers. Clothing specialists totalled 15 per cent of the sample while seven per cent majored in the foods program. Three per cent of the sample had a psychology background.

The high percentage of teachers in the general program may be accounted for by the fact that this major in Home Economics could be followed by a year of education which would permit teaching in the Alberta system. Clothing and foods specialists required an additional year to obtain courses in areas of Home Economics outside their specialization.

In response to being asked the number of courses taken related to Modern Living, 16 per cent of the sample indicated no previous background. Twenty per cent had taken one course at university which would be of assistance in teaching Modern Living and 25 per cent of the sample had taken two courses. Thirty-nine per cent of the teachers felt they had participated in three or more courses, beneficial to them in teaching Modern Living.

The study of the family has been an area closely related to Home Economics. According to the Vanier survey (1971) however, 42 per cent of the family life teachers indicated no previous training in related fields. In Alberta, 83 per cent of the Home Economics teachers felt they had attended at least one university course which would benefit them in teaching Modern Living. Even so, 67 per cent of the sample indicated an interest in registering for a university credit course, if it were made available. This would substantiate Evenson's study (1973), in which 95 per cent of the teachers in family living desired more academic training.

For 59 per cent of the teachers, Home Economics at the junior high level was an option subject for students in the school. For the students who took Home Economics as an option subject, it might be speculated that these individuals might be more positive in their attitude toward the discipline since they may show more interest in the topics, having been allowed to choose their options.

Fifty-five per cent of the teachers indicated that they had less than three courses to prepare outside of the Home Economics discipline. Seventeen per cent of the teachers had less than 40 minutes preparation time per week, while forty-five per cent of the sample indicated between 40 and 120 minutes of preparation time in a week. Thirty-eight per cent noted more than two hours a week to be devoted to lesson preparation time. It could be speculated that, for the majority of the teachers surveyed, time should be available to them for preparing a new section of the curriculum.

Teacher Opinion Regarding Modern Living

Likert-Type Items

Three specific questions were designed to measure teacher opinion towards the Modern Living curriculum. Statements related to each question were randomly assigned to Part I of the questionnaire which was developed to ascertain teacher feelings in relation to the various aspects of the curriculum. Percentages and frequency distributions were computed for each item.

Table 2 denotes the particular questions and the related statements in the questionnaire which assessed teacher opinion regarding Modern Living.

Table 2

Teacher Opinion Regarding Modern Living

Question	Related Statements
Does the format and content of the curriculum make it difficult to make optimum use of the course?	2,4,5,6,20c,21,25
Are the resources available to teach the course?	9,11,18,19,23,31
Are teachers interested in Modern Living topics?	3,7,15,30,32

Curriculum Format and Content

Teachers were asked to assess their feelings in relation to specific content areas and the format arrangement in the curriculum guide.

The specific items with the responses for each statement are included in Table 3. Strongly Agree and Agree responses were collapsed to an Agree Category. Similarly, Strongly Disagree and Disagree responses were collapsed to a Disagree Category.

Table 3

Response to Curriculum Format

Item	Percentage Response Agree	 Undecided	 Disagree
There should be no major craft section	28	18	54
The "suggested activity" column is of benefit	70	14	16
Many topics are difficult to communicate	63	15	22
It is difficult to find continuity in guide	39	24	37
Guide doesn't offer enough suggestions for practical application	67	11	22
The inclusion of all columns in guide essential	46	18	36
Guide easier to use if it were shorter	46	17	37

Fifty-four per cent of the teachers felt crafts should be included in the Modern Living section of the curriculum while 28 per cent did not feel craft projects should form a major portion of the program. The old Home Economics curriculum used crafts extensively in developing student skills. The new curriculum de-emphasises this aspect. Craft projects are only mentioned in the Housing section of Level III in Modern Living. From the results of the survey, teachers still seem to feel this is an area which should be included in the curriculum.

The "suggested activity" column in the curriculum was considered to be beneficial by 70 per cent of the teachers and assisted them in lesson preparation. Even though the suggested activities in the guide were helpful to teachers, 63 per cent of the teachers stated that Modern Living topics were difficult to communicate to their classes. It may be deduced that the activities suggested in the curriculum assist teachers in directing their classroom activities but because the course is an innovation, teachers may not have had sufficient experience in developing communication skills between themselves and their students in implementing Modern Living topics and therefore find it difficult to interact effectively.

A chi square test was conducted to test for independence between the years of teaching experience of teachers and Modern Living topics which were difficult to communicate to students. The test was not significant (x^2=15.27, df=12, p=.23). There is no reason to believe therefore, that there is a relationship between the length of time a teacher has been teaching and the amount of difficulty experienced in communicating Modern Living topics to students.

One quarter of the teachers were uncertain as to the difficulty involved in finding the various sections of the Modern Living curriculum. Thirty-nine per cent agreed it was difficult to find continuity in the guide because the area was divided into three separate sections in the curriculum. Thirty-seven per cent of the sample did not find continuity in the guide a problem.

Thirty-seven per cent of the teachers found it difficult to maintain class interest in Modern Living because the guide did not offer enough suggestions for practical application. Twenty-two per cent of the sample felt the guide did offer enough practical suggestions.

Each Modern Living concept was broken down into seven categories in the curriculum guide. These were: concept, subconcept, generalization, objectives, suggested activities, teaching aids and evaluation. Forty-six per cent of the teachers agreed that inclusion of all these columns in the guide was essential for optimum use of the guide. Thirty-six per cent of the teachers felt not all columns in the guide were necessary. It may be speculated that teachers who did not think all columns in the guide were essential were not making total use of all parts of the curriculum as it is now written or it might also indicate that these teachers preferred to be creative and use their own ideas rather than the curriculum guide or it might be that the suggestions in the guide did not fit the school community.

Forty-six per cent of the teachers agreed that the curriculum guide would be easier to use if it were shorter in length. Thirty-seven per cent of the teachers did not agree with this statement. Curriculum length had been seen as a possible reason why teachers were not adjusting to the Modern Living section since time is often a limiting factor in developing new lesson plans.

When a Pearson Product Moment Correlation Coefficient was used to test the association between the minutes of preparation time per week and whether teachers thought Modern Living was important enough to spend one-third of their year on it there was a positive relationship noted (r=.36). This indicated that as teachers have more time to develop Modern Living objectives, there is an increasing liklihood that teachers feel Modern

Living is important enough to spend one-third of their course year on it.

Available Resources

It was speculated that if teachers did not find resources available to teach Modern Living they would be negatively oriented toward teaching the discipline. Table 4 shows the related items in the questionnaire and the proportion of responses in relation to whether or not resources were available to teach Modern Living.

Table 4

Response to Available Resources Items

Item	Percentage Response Agree	 Undecided	 Disagree
Community resources are feasible	38	22	40
Audio-visual equipment essential	84	12	4
Teaching aids available	28	14	58
"Home Ec I and II" useful	49	22	29
"Teen Horizons" textbook not relevant	27	32	41
Students find textbooks appealing	27	48	25

Thirty-eight per cent of the teachers agreed that community resources for teaching Modern Living were feasible while 40 per cent believed resources were not accessible. The Modern Living curriculum suggests the use of community personnel to be invited to class for professional treatment of specific subject matter, service centers to visit and field trips that could be undertaken. Since some areas of the province might be handicapped in not possessing the suggested resources, it was felt that this could pose a problem to teachers in fulfilling Modern Living requirements. When a chi square test was conducted to test for independence between the feasibility of community resources and the location of the school, the test was not significant (x^2=2.1, df=4, p=.72). There is no reason therefore, to believe that rural school locations have more serious resource problems than urban centers.

Eighty-four per cent of the sample agreed that audio-visual equipment such as projectors, filmstrip machines, tape recorders and record players, was essential in fulfilling the requirements of the Modern Living program. On the other hand, 58 per cent of the teachers felt that many of the suggested teaching aids such as textbooks, illustrations, films, filmstrips, tapes, loops and records were not available. Lack of money to buy the resources or inability to procure the aids from such resources as the National Film Board, book publishers, or other teaching aid outlets may be a reason for lack of sufficient teaching aids being available.

Home Economics I and Home Economics II by Yvonne Brand, were the suggested textbooks for Level I and Level II of the Modern Living program. Forty-nine per cent of the sample agreed that these textbooks were useful while 29 per cent disagreed with this statement.

Forty-one per cent of the teachers felt Teen Horizons by Lewis, Banks and Banks, was relevant to the needs of students for Level III of Modern Living. Forty-eight per cent of the sample were undecided as to whether the students found the textbooks appealing. It might be speculated that teachers were uncertain of student responses to the textbooks because students have not had adequate exposure to the books. Generally, individuals develop a "middle of the road" policy when they are unsure of the inherent worth of an object and this may be the case in the students appeal for the textbooks item. The availability of money to buy textbooks in a school district may place restrictions on the number of books that can be purchased in a year and teachers may not have had sufficient funds to purchase class sets.

Teacher Interest

Individuals must be positively oriented toward a subject to attain maximum success in achieving the desired goal (Mager, 1968). Teachers must therefore have an interest in the topics discussed, so that students will feel the subject is worthwhile and necessary. Conversely, negative teacher interest will result in poorly developed lesson plans and poor student response.

Table 5 designates the items in the questionnaire, as well as the proportion of teacher responses in each category, related to teacher interest in Modern Living.

Table 5

Teacher Interest

Item	Percentage Response Agree	 Undecided	 Disagree
Topics of interest to teacher	84	5	11
Home Ec. should be confined to foods and clothing	13	5	82
Like conciseness of old curriculum	38	24	38
Like old curriculum	20	35	45
Gives feeling of accomplishment	36	35	29

Eighty-four percent of the teachers indicated that Modern Living topics were of interest to them. Eighty-two per cent of the sample felt Home Economics was more than a course of sewing and cooking skills.

This is in accord with the Stinnett, Choplin, Goolsby, Hindeman, Winters, Creps, Lamdin and Parker (1971) study which recorded 70 per cent of the respondents associating Home Economics equally with all of its subject matter areas, not only cooking and sewing areas.

Thirty-eight per cent of the sample liked the conciseness of the old curriculum while 38 per cent disagreed with this statement. Twenty per cent of the teachers responded favorably to a preference for the old curriculum while 45 per cent of the sample were negative in their assessment of the old curriculum. Such inconsistency may stem from the fact that some teachers are unfamiliar with the old guide since 25 per cent of the sample were under 24 years of age and may not have had sufficient contact with the old curriculum to assess it.

Thirty-six per cent of the teachers agreed that teaching Modern Living concepts gave them a sense of accomplishment. Thirty-five per cent of the teachers were undecided as to whether they agreed or disagreed with the statement. Perhaps teachers are as yet uncertain as to what can be expected from a new unit such as Modern Living and have not formed a strong opinion as to how much can be accomplished from the development of Modern Living concepts.

Open-Ended Questions

In Part II, Section B of the questionnaire, teachers were asked to give their opinion regarding specific questions related to Modern Living. The following questions were asked:

1. Do you teach Modern Living concepts? If you teach Modern Living in class, what are some of the ideas you have tried?
2. Do you spend one-third of the time in Modern Living? If

no, why do you not find it possible to spend one-third of the time on Modern Living concepts?

3. Do you feel Modern Living concepts are taught in other disciplines? What subject areas do you feel overlap into Modern Living?
4. Which topics in Modern Living are most difficult to teach?

Ideas Tried in Modern Living

Eighty-three per cent of the teachers felt they taught some Modern Living concepts in class while 17 per cent felt they were not using Modern Living topics.

Teachers listed various topics they felt they had used in pursuing the Modern Living unit of the curriculum. In the Human Development and the Family area, teachers listed child care, family relations, role of the individual in the family, stages of development, values, human resources and a study of culture as topics discussed in relation to this section of Modern Living.

Under the Management unit in Modern Living teachers itemized the following topics as being pertinent: resources available in the home and community, foreign food cookery, management and motion studies, consumerism, cake mix comparisons, budgeting, credit buying and practical shopping experience.

Although Housing concepts are dealt with only in Level III of the curriculum guide, teachers listed furnishings, design, bedroom planning, doll house decorating and a study of the girl's bedroom, as topics for discussion in this unit.

Teachers seem to be attempting to develop various aspects of the

Modern Living curriculum. A number of teachers however, listed crafts, grooming and babysitting as Modern Living topics but these are topics in the old curriculum and not specifically mentioned in the new curriculum except where a craft project may be undertaken in the Housing, Level III unit related to bedroom enhancement.

Some ideas listed by teachers were general and it would be difficult to speculate as to what line of discussion would be undertaken in pursuing their development.

Length of Time for Modern Living

Twenty-six per cent of the teachers felt they spent one-third of the school year teaching Modern Living concepts while 74 per cent of the teachers indicated they were not doing so. The following is a list of reasons teachers gave for not spending one-third of the year in the Modern Living area:

1. Classes were too large for group discussion of Modern Living topics.
2. The course time was not long enough since food and clothing units took more than two-thirds of the year.
3. Teachers would rather sacrifice Modern Living to give extensive units in food and clothing.
4. Teachers needed more background to feel confident in leading discussions.
5. There were not enough textbooks for class sets.
6. Some teachers felt Modern Living should only be in the Grade IX program as it was more suitable to their age level.
7. Students were disinterested in Modern Living because there

was too much theory and discussion and some teachers felt the concepts were not alive and practical making students restless and inattentive in Modern Living.

8. Some teachers indicated lack of preparation time as a reason why Modern Living was not being used extensively.
9. Some teachers indicated this was a probationary year and they were just trying some of the Modern Living ideas.
10. A few teachers indicated overlap in other disciplines as a reason for shortening the time spent in Modern Living.

Rogers (1962) has shown that change is not accepted at the same rate by all concerned. As a result, a new unit such as Modern Living will not gain full acceptance by all teachers in a limited span of time. In his study Rogers (1962) categorized people according to the rate at which they adopted an innovation. These categories were: innovators, early adopters, early majority, late majority and the laggards. This latter category failed to adopt the innovation. The rates of diffusion for a new curriculum unit will be dependent upon the category each teacher fits into.

Most Home Economics teachers are familiar with food and clothing concepts and therefore feel secure in their ability to teach them well. A new Modern Living unit which teachers are unfamiliar with, may reduce their feelings of security and therefore teachers may feel inadequate or incapable of teaching satisfactory lessons. The diffusion of a new innovation, such as a curriculum, cannot be expected to occur without some signs of stress (Rogers, 1962). It is likely that many of these reasons for not teaching Modern Living will change in the future as teachers become more experienced in teaching Modern Living and perhaps increase their background knowledge with additional courses.

Overlap of Modern Living

Eighty-five per cent of the sample indicated that Modern Living concepts were being taught in other disciplines while the remainder of the teachers felt there was no overlap. A number of disciplines were designated by teachers as containing some content similar to Modern Living. Social studies was seen to possess areas related to values, family living, culture and consumer education. Topics related to interpersonal relations were believed to be covered in Psychology. Health, at the junior high level, involved topics related to personal development which are also included in Modern Living. Guidance was a subject area that a majority of teachers felt overlapped extensively into Modern Living. In Religion, value concepts were also felt to overlap directly into Modern Living. The Family Life course was believed by teachers to contain concepts related to values, goals and attitudes. Similar concepts in Perspectives for Living were expressed by teachers as overlapping into the Modern Living area. Some teachers felt Science, Physical Education and Outdoor Education impinged on Modern Living when topics related to the study of the body and human development were discussed.

From the number of disciplines that were indicated by teachers as containing similar concepts to Modern Living, it will be noted that the area of major overlap lies in Human Development and the Family. Housing and Management units in Modern Living do not seem to be taught in other subject areas.

Difficult Modern Living Topics

In response to the question regarding topics which were most difficult to teach in Modern Living, 23 per cent of the teachers indicated "Values". Nineteen per cent felt "Human Development and the Family" was the most perplexing area to teach and 9 per cent of the sample listed "Management" topics. Forty-two per cent of the teachers left this item blank while one per cent felt they had no difficulty in any area. Six per cent of the surveyed individuals listed "everything" as being difficult to teach in Modern Living.

In a review of the literature, it was found that teachers felt inadequately prepared to teach human development and family life education (Evenson, 1973; Vanier Survey, 1971; Kerckhoff, 1964). Therefore this may be a reason why teachers have cited this area of Modern Living as being difficult to teach.

Rogers (1962) has found that individuals adopt new practices according to their degree of innovativeness. Some teachers will try a new idea before others. This may account for some teachers expressing more difficulty than others in teaching Modern Living topics, since certain teachers will be more innovative, while others will lack the creativity to develop specific topics.

Adequacy for Teaching Modern Living

Since Modern Living is a new section of the curriculum, teachers may not feel adequately prepared to teach the concepts. Manley (1964) and Reiss (1968) found that a major difficulty in introducing family life programs was lack of trained personnel. Teachers in Modern Living may be unprepared to teach the topics and therefore hesitate to try a new subject area. This research survey attempted to determine teacher feelings in respect to the need for background training. Statements were randomly scattered throughout Part I of the teacher opinion questionnaire, in an effort to determine the degree of adequacy felt by teachers. Table 6 shows the related questionnaire statements and percentage responses for each item. The five-choice responses were collapsed to three categories similar to the previous group of items.

Table 6

Response to Adequacy for Teaching Modern Living Items

Item	Percentage Response Agree	Undecided	Disagree
More in-service required	89	5	6
No skill in role playing and discussion	49	23	28
Deal with topics better then others	42	30	28
Teachers not enough knowledge	60	9	31
Teachers do not need family courses	11	11	78
Uncertain how to approach topics	77	5	18
Other teachers having difficulty	60	29	11

Eighty-nine per cent of the teachers felt they needed more workshops and courses related to the family in order to feel confident teaching Modern Living. This is similar to Evenson's (1973) finding that 95 per cent of the teachers felt more academic training was required to teach family life courses. Martinson (1966) also found from his study that few teachers in Home Economics were well prepared to teach even an occasional unit on the family. Alberta teachers seem willing to increase their knowledge in related topics, since 67 per cent of the sample indicated a desire to participate in Modern Living credit courses.

Forty-nine per cent of the teachers felt they did not have the training to use role playing and discussion techniques successfully in class. Twenty-eight per cent of the teachers indicated they were able to implement these activities, while 22 per cent of the sample were undecided in their ability to conduct role playing and discussion activities.

Since these techniques are used extensively in the new curriculum it could be assumed from the responses, that generally more training will be required for teachers to feel comfortable in directing these group procedures. Forty-two per cent of the teachers indicated that they felt they could deal with Modern Living topics better than teachers in other disciplines even though 85 per cent of the sample felt Modern Living concepts were being taught in other subject areas.

Sixty per cent of the sample believed their training in Modern Living to be insufficient because they lacked enough knowledge to teach the subject effectively. It is possible that teachers see the study of the family as a focal point for Home Economics but lack training in methods and background courses as 78 per cent of the sample also felt more family courses were necessary to teach Modern Living. With more academic training in family studies and in-service instruction in course implementation, it can be assumed that teachers will gain confidence and skill in planning Modern Living topics.

Seventy-seven per cent of the teachers indicated that they were uncertain how to approach Modern Living topics. A positive correlation was found to exist between the number of courses which a teacher has taken related to Modern Living and how sure a teacher feels in teaching Modern Living topics (r=.37). This indicated that as teachers have more academic preparation their feelings of uncertainty regarding Modern Living are reduced.

Sixty per cent of the sample believed other Home Economics teachers were having difficulty implementing the Modern Living portion of the Home Economics curriculum. Since Modern Living is an innovation, teachers will not all adopt a new idea simultaneously (Rogers, 1962).

Others may be unwilling to teach a new idea and some teachers prefer to wait until others have tested an innovation before trying it themselves. The preceding reasons may be why a majority of teachers have responded affirmatively to the statement regarding the fact that other teachers are having difficulty teaching Modern Living.

Teacher Estimate of Students' Need for Modern Living Concepts

> Modern Living is concerned with values, interpersonal relationships, the development of the individual, the concept of the family life cycle, management, decision-making and consumerism. The contemporary dual roles of homemaker-provider for both men and women present a challenge for students and teachers of Home Economics (Curriculum Guide for Secondary Schools, 1972, p.ML-1).

This survey attempted to determine whether teachers perceived the Modern Living course as assisting adolescents to accept responsibility for their role in family life and prepare them for the future. Table 7 shows the abbreviated statements from the questionnaire related to the teachers' perceived need of Modern Living for students. Percentages and frequency counts were tabulated for each item and collapsed to three categories.

Eighty-nine per cent of the teachers felt Modern Living was necessary to acquaint students with changing family roles. Ninety-one per cent of the sample felt Modern Living should provide students with ideas on how to create satisfying physical surroundings for life. Sixty-four per cent of the teachers felt Management concepts were useful in teaching junior high students to make wise decisions in the use of material resources. Generally, it can be assumed that teachers saw a greater need for students to learn about Human Development and Housing concepts than Management concepts.

Values seem to be a debatable issue since 42 per cent felt these could be taught to students, while 35 per cent of the sample disagreed with this statement.

Table 7

Response to Items Regarding Student Need

Item	Percentage Response Agree	 Undecided	 Disagree
Changing role of the family	89	4	7
Create satisfying physical surroundings	91	6	3
Management teaches wise decisions	64	19	17
Values can be taught	42	23	35
Spend one third of the year	38	22	40
Need to have boys and girls	35	31	34
Like to discuss Modern Living	45	26	29
Students disinterested	50	19	31
Appears to meet needs of students	48	28	24

Modern Living is designed to occupy one-third of the school year in junior high Home Economics, but only 38 per cent of the teachers felt that it was important enough to warrant this amount of time. Forty per cent of the teachers felt it was not necessary to spend one third of the school year on Modern Living concepts. A chi square test was conducted to test for independence between years of teaching experience of the teacher and whether or not one third of the year was spent teaching Modern Living. The test was not significant (x^2=.34,af=3,p=.95). There is no reason to believe therefore, that a relationship exists between how long a teacher has taught and the amount of time spent teaching Modern Living.

Until recently, Home Economics has been considered a subject area concerned with the preparation of girls for future homemaking tasks.

With male and female roles becoming more blurred and intermingled, household duties are being carried out by both sexes. The study of the family should not be limited to adolescent girls and for this reason Modern Living was considered an area of study for both boys and girls. Thirty-five per cent of the teachers agreed that Modern Living should be composed of both sexes, while 34 per cent disagreed. The remaining 31 per cent were undecided. It is very likely that some junior high Home Economics teachers may not have taught mixed classes before and are therefore uncertain as to the type of interaction which may result.

The three questions in the survey dealing directly with student interest in Modern Living, resulted in teachers being divided in their opinion regarding student preferences. Forty-five per cent of the sample responded positively to the item, "students like to discuss Modern Living topics". Fifty per cent of the sample indicated that it was difficult to maintain class interest in Modern Living topics because students were disinterested in the program. Thirty-one per cent of the sample did not agree with this statement.

When teachers were asked whether Modern Living appeared to meet the actual needs of students, 48 per cent responded affirmatively while 24 per cent responded negatively.

Summary

The sample of Home Economics teachers in Alberta had the following characteristics: 60 per cent were under 35 years of age, 60 per cent were married, 53 per cent were teaching in towns, 69 per cent had 4 years of academic training, 75 per cent had attended university in the last 3 years, 75 per cent had taken the general Home Economics program at university, 39 per cent had taken at least 3 courses which would assist them in teaching Modern Living, 67 per cent indicated an interest in registering for a Modern Living credit course at university and 45 per cent of the teachers had between 40 and 120 minutes of preparation time per week at school to prepare lessons.

When teachers were asked to assess their opinions related to the curriculum format, they indicated that certain changes could be devised so that optimum use be made of the guide. About half of the teachers felt a craft section in Modern Living should be included. Although 70 per cent of the sample indicated that the "suggested activity" column was of benefit to them in lesson preparation, 67 per cent of the sample also felt that it was not sufficient as teachers wanted more practical suggestions to be included in the guide. Almost half the teachers felt that all columns in the curriculum guide should be retained but the same percentage of teachers also thought the guide would be easier to use if it were shorter in length.

Lack of teaching resources for Modern Living would make it difficult for teachers to carry out the suggested activities in the guide. Thirty-eight per cent of the teachers found that community resources were available while only 28 per cent indicated that teaching aids were present. The textbooks used for Level I and Level II were considered useful by 49 per cent of the teachers and 41 per cent of the sample indicated that the Level III textbook, Teen Horizons, was relevant to student needs. Only 27 per cent of the teachers responded affirmatively to the statement that students found the textbooks appealing.

Teacher interest in Modern Living was also queried in the questionnaire. Eighty-four per cent of the teachers indicated an interest in Modern Living topics. Eighty-two per cent of the sample also felt Home Economics should not be confined only to foods and clothing skills. Teachers were not strongly oriented toward the old curriculum since only 38 per cent of the sample liked the conciseness of the old curriculum and 20 per cent indicated a preference for the old curriculum. Teachers were unilaterally agreed that teaching Modern Living gave them a sense of accomplishment since 36 per cent of the individuals answered in the affirmative and 29 per cent answered negatively.

Eighty-three per cent of the teachers felt they were teaching some Modern Living concepts but only 26 per cent of the sample indicated that they spent one-third of the school year developing these concepts. Thirty-five per cent of the respondents felt Modern Living concepts overlapped into other disciplines and cited Social Studies, Psychology, Guidance, Religion, Family Life, Perspectives for Living, Science, Physical Education and Outdoor Education as subjects containing similar topics.

Twenty-three per cent of the teachers felt "Values" was the most difficult area to teach in Modern Living. Nineteen per cent of the sample listed "Human Development" and nine per cent of the sample indicated "Management" topics as being most difficult to communicate.

Teachers felt more background preparation was necessary to feel comfortable teaching Modern Living concepts as 89 per cent of the sample wanted more in-service work. Seventy-seven per cent of the teachers were uncertain how to approach Modern Living topics and half the sample felt they were unskilled in using role playing and discussion techniques. Seventy-eight per cent of the sample felt more course work related to the family would be necessary to successfully teach Modern Living.

In the questionnaire, teachers were asked whether they perceived Modern Living as being beneficial for junior high school students.

Forty-five per cent of the sample felt students liked to discuss Modern Living topics. Fifty per cent of the teachers also indicated that it was difficult to maintain class interest in Modern Living because students were disinterested in the program. Twenty-four per cent of the sample also felt the present course did not appear to meet the actual needs of students and only 38 per cent of the respondents felt one-third of the year should be spent in the Modern Living area. Thirty-five per cent of the sample indicated that classes should consist of both boys and girls.

Eighty-nine per cent of the sample felt Modern Living should be studied to acquaint students with the changing role of the family. Ninety-one per cent of the teachers felt Modern Living should assist students in creating satisfying physical surroundings and 64 per cent felt management concepts assisted students in making useful decisions regarding material resources. Thirty-five per cent of the sample indicated that they felt values could not be taught to students.

CHAPTER V

RESEARCH IMPLICATIONS AND CONCLUSIONS

Introduction

Implications can be drawn from the data collected which can serve as future guidelines for the Secondary Home Economics Curriculum Committee, the Faculty of Education and the School of Household Economics, in planning programs which are the most beneficial to the teacher and the student.

Secondary Home Economics Curriculum Committee Guidelines

Modern Living Curriculum

Modern Living is divided into three separate sections in the curriculum guide with each component developed for all grade levels before the second component is discussed. Food Science and Clothing and Textiles develop each component spirally according to grade level before the second component is discussed. Since teachers were equally divided in respect to the degree of continuity of Modern Living, the arrangement of Modern Living components does not seem to be a major area of conflict. The arrangement of Modern Living components in the curriculum guide therefore, does not seem to warrant any revision.

Forty-six per cent of the sample indicated that the inclusion of all columns in the curriculum guide was essential and 46 per cent of the others also noted that the guide would be easier to use if it were shorter. One possible explanation for this conflict in viewpoints may lie in the fact that teachers want a definite ordering of concepts but the number of concepts and subconcepts might be reduced to increase the clarity and conciseness of those remaining. Although the curriculum is only a guide for instruction, teachers may be unable to choose which concepts to emphasize when a wide choice of them is given. A recommendation to the Curriculum Committee would entail the examination of the Modern Living concepts in the curriculum to determine if some could be omitted or integrated with more major topics in order to reduce the length of Modern Living, but the seven column arrangement would remain unchanged. Another point of view may be taken, in that some teachers like the current detail of the curriculum while others would like less detail. Curricula Committees might therefore, re-evaluate the length of the Modern Living curriculum to determine whether this factor was producing a detrimental effect.

Seventy per cent of the teachers felt the "suggested activity" column of the curriculum guide was beneficial to them in their teaching activities but 67 per cent of the sample also noted that the guide did not offer sufficient suggestions for practical application. Enlarging the present list of suggested activities through the use of more current teaching aids, community-related projects or field trips might be one method of helping the teacher to feel more secure in teaching a new area. The development of units in Modern Living by teachers who have tried new ideas, if acceptable to an Editorial Board, could be disseminated by the Home Economics Specialist Council in newspaper and magazine publications. In-service workshops and seminars in Home Economics might devote some time for teachers to exchange suggestions on course implementation of Modern Living.

The curriculum guide suggests a variety of community resources to use for implementation of Modern Living concepts. These might be separated into two lists - those for rural and town school districts and those for city divisions - since the available resources in each area may vary.

Approximately one-third of the sample felt the textbooks Home Economics I and Home Economics II did not deal with Modern Living topics in a relevant manner. In the open-ended section of the questionnaire, some teachers indicated the need for a wider choice of textbooks at the junior high school level. Curriculum committee members might review other relevant texts that are available to assure teachers that the most up-to-date and pertinent textbooks are being used to implement Modern Living Concepts.

Fifty-eight per cent of the sample felt teaching aids for Modern Living were unavailable to them. Curriculum committee members might review those listed in the guide to determine if the aids are currently available. More expensive aids might be purchased by the Specialist Council and kept in Barnett House for teachers wishing to borrow them. Home Economics departments located in a central area could be encouraged to purchase expensive teaching aids in partnership in order to reduce the initial cost.

Modern Living is designated in the course of studies as occupying one-third of the year's program. Seventy-four per cent of the sample however, are not currently using this allotment of time. The Curriculum Committee could review the Modern Living area and consider means of integrating some Modern Living topics into the Foods and Clothing programs. The Foods and Clothing areas can offer practical experience for the student especially in the Management component of Modern Living in planning meals, management of time in clothing construction, cost of foods and sewing materials. In the study of culture in Modern Living, food habits can be studied through food laboratory experiences.

The curriculum guide states that Modern Living is to be concerned with:

> ...values, interpersonal relationships, the development of the individual, the concept of the family life cycle, management, decision making and consumerism. Home Economics is intended to offer opportunity for the student to equip himself with knowledge and skills to improve the quality of his family life, his home environment and his abilities as a consumer (ML-1).

The use of crafts therefore, could only be considered a skill which would be used as one means of implementing part of a Modern Living Concept. Fifty-four per cent of the sample in the survey indicated that crafts should form a major section of the Modern Living curriculum. The high percentage of teachers who agreed with this statement may not be aware of the basic philosophy of Modern Living which emphasizes the understanding of the family and its needs. Seen in this context, crafts could not become a major section of the Modern Living curriculum, but only one means by which students could be encouraged to develop a creative approach to learn eg. good design principles. Curricula committee members might suggest the use of craft projects in areas of the guide only when the projects are used by students to make original crafts which convey good art principles.

The majority of the sample surveyed in the questionnaire will not have had sufficient background training in Family Studies since the first students graduated in this field in 1974. It is to be assumed that future Home Economics teachers will have a better grasp of the three components of Modern Living and be equipped to implement the concepts as they were designed. Then crafts and related "hands-on" activities will be placed in the proper perspective.

Ninety-one per cent of the teachers indicated a need for Modern Living to acquaint students with ideas on how to create satisfying physical surroundings. This large percentage of teachers could be indicating their agreement to what is now being offered in the curriculum.

Teachers have not been required to use the new curriculum so far. Many teachers have been trying unfamiliar topics gradually. They might be expected to spend more time in 1974-75 in this area, since the course of studies now requires Modern Living be part of the Home Economics curriculum.

The findings of this research provide evidence for the following conclusions regarding the curriculum guide:

1. The curriculum content and format need minor revisions in length, clarity and suggestions for topic implementation.
2. Teaching resources should be reviewed to determine their availability and relevance.
3. Home Economics is more than a discipline devoted to foods and clothing concepts and Modern Living as the third area for Home Economics has been endorsed by teachers as an essential component.
4. Modern Living has not occupied one-third of the Home Economics program in the junion high school.

Teacher Preparation

From the questionnaire, teachers have indicated a feeling of inadequate background training for Modern Living concepts. The curriculum committee members could be instrumental in organizing provincial workshops or seminars, in the areas of "Values" and "Human Development and the Family", since these latter topics were felt to be the most difficult to teach to students. Teachers who have used creative ideas to implement

Modern Living topics might be asked to give resumes of successful units and then audiences could be asked for further suggestions.

The implication of the results of the questionnaire have therefore indicated that teachers require more knowledge in Modern Living concepts. They have cited in-service as a major means of achieving this background.

Student Need

From the questionnaire, teachers noted that Modern Living should emphasize family roles, creating satisfying physical surroundings and management concepts. This would seem to indicate that teachers agree that the three components in Modern Living - Human Development and the Family, Family Management, and Housing - are necessary for students to study as part of the curriculum in Home Economics.

Faculty of Education Guidelines

Present and future Home Economics teachers need to be prepared to teach Modern Living. Home Economics-Education professors therefore, should make students aware of courses offered in other faculties, which would assist them in teacher preparation for Modern Living. These courses could be taken to fill the option requirement in Education programs.

Modern Living credit courses for teachers might be offered at centers other than Edmonton. Some teachers in the survey indicated difficulty in commuting to this city.

Teachers expressed a need for using more techniques in the implementation of Modern Living topics. Those cited as being unfamiliar to them were: role playing, discussion and the use of games. Furthermore, teachers evidenced a need to know how to stimulate interest in Modern

Living. This study would seem, therefore, to indicate that the nature of teacher preparation is directly related to feelings of competency in teaching Modern Living.

School of Household Economics Guidelines

Since Modern Living deals with family-related topics, background preparation for teachers must be geared for optimum training in the three components of Modern Living. Seventy-eight per cent of the surveyed sample felt some family courses were necessary to teach Modern Living concepts. Family courses offered through the Family Studies division which are related to Human Development and the Family are: Family 24- (Family Development), Family 343 (Child Development), Family 345 (Courtship and Marriage), Family 347 (The Adolescent, His Family, His World), Family 350 (The Family in Transition), Family 441 (The Family in Crisis), Family 443 (Theory and Research in Marriage and the Family), Family 444 (Practicum in Family Services I), Family 445 (Practicum in Family Services II) and Family 447 (The Family in Contemporary Society). Courses in Family Studies related to the Management component of Modern Living are: Family 340 (Management of Family Resources) and Family 440 (Consumer Problems). Courses in Household Economics related to the Housing component include CLTX 302 (Home Design), CLTX 304 (History of Interior Design and Furniture, CLTX 306 (Housing).

Upon entering the PD/AD program in Education students are required to have four family courses from the following list: Family 241, Family 340, Family 343, Family 347, Family 440 or Clothing and Textiles 302 (Home Design). The PD/AD students could possibly acquire two Human Development and the Family courses (Family 241, Family 347), two Management courses (Family 340, Family 440) or one Housing course (CLTX 302) when they enter the Faculty of Education. Although PD/AD students do have a basic core of background subjects, there is a possibility that they could not have any Housing courses, if they omitted CLTX 302 when choosing four of the six choices offered.

In the Bachelor of Education program, with Home Economics as the major area of specialization, four courses in Family Studies are required. Family 340 (Management of Family Resources) and Family 350 (The Family in Transition) are listed as being necessary to complete the B.Ed. program. Two additional single term courses in Family Studies are to be chosen at the discretion of the student. As with the PD/AD program, the student in the B.Ed. program, also could conceivably lack any housing courses if the individual chose other areas to study in the two option choices.

The implication that can be drawn from this study in relation to the School of Household Economics indicates that students planning to enter the PD/AD program, or Bachelor of Education route, should prepare themselves to teach Modern Living by taking optional courses related to the three components of Modern Living and in particular, Housing courses, since this latter category is the most limited area of study both in the Family Studies program and in the choices of courses listed for the PD/AD and Bachelor of Education students.

Conclusions

Recommendations were made to the Secondary Home Economics Curriculum Committee, the Faculty of Education and the School of Household Economics.

In the next three years, Home Economics Curricula Committees should re-examine the content and format of the curriculum to determine whether the course, as presently outlined, is relevant and useful to the students and if teachers are acquiring sufficient background preparation to teach the components of Modern Living.

The Faculty of Education at the University of Alberta should be making students aware of optional courses that are available which will assist future teachers in becoming familiar with material that will be helpful to them in teaching Modern Living.

The School of Household Economics at the University of Alberta has developed courses in all the areas of Home Economics for teachers. Problems arise, often beyond the faculty's control such as time tableing. Off campus courses and evening classes are available on a limited scale because of staffing, the demand of one subject over another and some lack of communication.

It could be recommended that available courses be made known to teachers, through:

The Alberta Teachers' Association (Home Economics Subject Council)
Principals of Schools where Home Economics is taught
Educational magazines serving Alberta teachers, and
Direct correspondence with individual teachers.

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APPENDIX

FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA T6G 2E1

March 20, 1974

Dear Home Economics Teacher:

The Home Economics curriculum in Alberta has recently been revised. Since Modern Living - as one of the three areas of study in Home Economics, - is the new division, we are interested in obtaining your ideas and reactions to this segment of the program. Whether you have used the new guide or not, we wish to obtain your perceptions of this new area in Home Economics. We know you are busy at this time of year but do hope you will find a few spare moments to fill out the attached questionnaire and return it by April 1, 1974. The information received will be very useful in making suggestions and recommendations for future changes in the Home Economics curriculum.

Thank you very much for your participation.

Yours truly,

Sara E. Bowen

Sara Bowen
Graduate Assistant

Ann L. Harvey

Ann L. Harvey
Associate Professor

Attachment

FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA T6G 2E1

April 4, 1974

Dear Home Economics Teacher:

Recently we sent a questionnaire to a random selection of junior high home economics teachers in Alberta. The survey was an attempt to assess the perceptions of teachers regarding the Modern Living curriculum. Not all questionnaires have been returned so if you have not sent a reply, we would be very appreciative if you could fill out the enclosed questionnaire. If you have returned the original survey, please disregard this note and thank you for your assistance.

Yours truly,

Sara Bowen
Graduate Assistant

Ann L. Harvey
Associate Professor

Modern Living Home Economics Survey for Junior High School

I. TEACHER OPINIONS

Using the five choices listed below, please indicate how you feel about the situation implied by each of the following statements. There are no right or wrong answers.

1 strongly agree
2 moderately agree
3 undecided
4 moderately disagree
5 strongly disagree

1. Modern Living should be studied to acquaint students with the changing roles of the family. 1 2 3 4 5
2. I don't feel craft projects should form a major section of the Modern Living program. 1 2 3 4 5
3. Modern Living topics are of interest to me personally. 1 2 3 4 5
4. The "suggested activity" column in the Modern Living section is of benefit to me in teaching a class. 1 2 3 4 5
5. The Modern Living guide has many topics which I find difficult to communicate to students. 1 2 3 4 5
6. Because Modern Living is divided into three separate sections in the curriculum guide, it is difficult to find continuity. 1 2 3 4 5
7. The Home Economics program should be confined to foods and clothing concepts. 1 2 3 4 5
8. Modern Living is important enough for my students to warrant spending one third of the year on it. 1 2 3 4 5
9. It is feasible for me to use community resources to develop Modern Living concepts. 1 2 3 4 5
10. More in-service training is required to prepare teachers for teaching Modern Living classes. 1 2 3 4 5
11. Audio-visual equipment (film projector, filmstrips, etc) is essential in assisting the teacher with Modern Living programs 1 2 3 4 5
12. Most students like to discuss the ideas suggested in the Modern Living curriculum. 1 2 3 4 5
13. I do not have the skill to use the suggested role playing and discussion techniques successfully. 1 2 3 4 5
14. Modern Living classes need to be composed of both boys and girls. 1 2 3 4 5
15. I like the conciseness of the old curriculum guide format. 1 2 3 4 5
16. I feel I can deal with Modern Living topics better than a teacher from another subject area. 1 2 3 4 5
17. Modern Living should provide students with some idea of how to create satisfying physical surroundings for living. 1 2 3 4 5
18. The "Teen Horizons" textbook for Grade IX does not deal with Modern Living topics in a relevant manner. 1 2 3 4 5
19. The suggested films, filmstrips etc, and teaching aids for Modern Living are available to me. 1 2 3 4 5

.../2

1 strongly agree
2 moderately agree
3 undecided
4 moderately disagree
5 strongly disagree

20. It is difficult to maintain class interest in Modern Living topics because:
    a) students are disinterested in the program 1 2 3 4 5
    b) the teachers do not have enough knowledge to teach the subject effectively 1 2 3 4 5
    c) the curriculum guide does not offer enough suggestions for practical application. 1 2 3 4 5

21. The inclusion of all columns (concept, subconcept, generalization, etc.) in the curriculum guide is essential. 1 2 3 4 5

22. I am uncertain how to approach some Modern Living topics. 1 2 3 4 5

23. The textbooks for Modern Living, "Home Economics I" and "Home Economics II", provide some useful information to students. 1 2 3 4 5

24. Modern Living teachers do not need some family courses to teach Modern Living concepts. 1 2 3 4 5

25. The curriculum guide would be easier to use if it were shorter in length. 1 2 3 4 5

26. Modern Living topics appear to meet the actual needs of students. 1 2 3 4 5

27. Management concepts teach junior high students to make wise decisions in the use of material resources. 1 2 3 4 5

28. "Values" can be taught to students in the classroom. 1 2 3 4 5

29. Other Home Economics teachers that I know are having difficulties using the Modern Living program. 1 2 3 4 5

30. I prefer the curriculum as it was before it was revised. 1 2 3 4 5

31. Students find the suggested textbooks for Modern Living appealing because of their manner of presentation. 1 2 3 4 5

32. Teaching Modern Living classes gives me a feeling of accomplishment. 1 2 3 4 5

II. BACKGROUND INFORMATION

A. Please complete the following questions:

1. Age: _____19-24 years _____25-35 years _____36-45 years _____ 46 or over.

2. Marital status: _____single _____married _____ no longer married
   _____ other (please specify) ________.

3. Location of school: _____ town (under 10,000)
   _____ city (10,000 or over)

4. How many years of experience teaching Home Economics do you have including this school year? _____ 1 year _____5-8 years
   _____ 2-4 years _____ 9 years or more.

5. How many years of training have you completed beyond high school - as per salary schedule? _____ 2 years _____ 4 years
   _____ 3 years _____ 5 years or more.

6. How long has it been since you graduated from university or attended evening or summer school courses for credit?
   _____ 3 years or less _____ 7-10 years
   _____ 4-6 years _____ 11 years or more.

.../3

7. How many courses have you taken at university which would be of assistance in teaching Modern Living? _____ none _____ 1
_____ 2 _____ 3 or more
Please specify courses: ______________________________
____
____

8. Major area of specialization at university:
_____ Foods and Nutrition _____ Psychology
_____ Clothing and Textiles _____ Other (please specify)
_____ General ______________________________

9. How many minutes of preparation time do you have per week?
_____ less than 40 minutes _____ 85-120 minutes
_____ 40-80 minutes _____ more than 120 minutes

10. What other courses do you teach in addition to Home Economics?
______________, ______________, ______________,
______________, ______________, ______________.

11. Is Home Economics an option subject for students at your school?
_____ Yes _____ No.
If "no" please explain. ______________________________
____

12. Would you be interested in registering for a university credit course to assist you in teaching Modern Living?
_____ Yes _____ No
Comments ______________________________
____
____

B. Please answer the following questions in relation to your teaching of Modern Living. Please answer as fully as possible, as your statements will assist in determining direction for future curriculum changes.

1. Do you teach Modern Living concepts in class? _____ Yes _____ No.

2. If "yes" please list some of the ideas you have tried.
____
____
____
____

3. Do you spend approximately 1/3 of the time in the Modern Living area?
_____ Yes _____ No.

4. If "no" please list reasons why you do not find it possible to spend 1/3 of the time on Modern Living concepts.
____
____
____
____

5. Do you feel Modern Living concepts are being taught in other disciplines (subjects)? _____ Yes _____ No.

.../4